



HAMMOND HILL ELEMENTARY

901 West Woodlawn
North Augusta, SC 29841

Grades	PK-5 Elementary School	
Enrollment	758 Students	
Principal	Janet Vaughan	803-442-6170
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Average	Below Average
2007	Average	At-Risk
2006	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

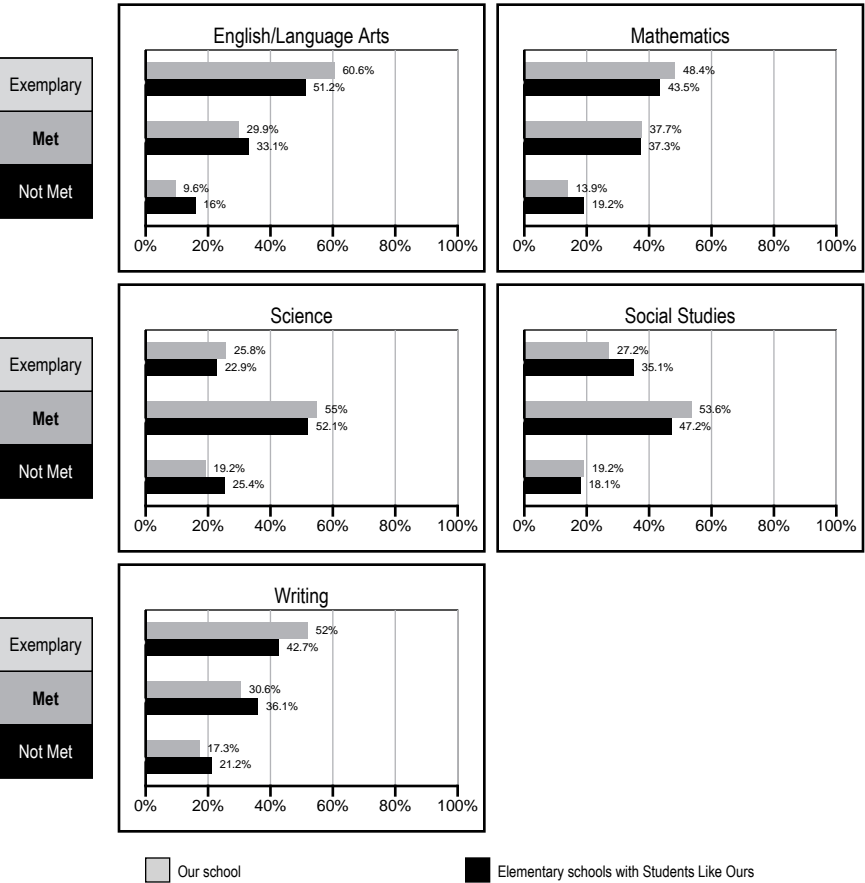
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
26	27	11	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=758)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 1.6%	0.8%	1.2%
Attendance rate	96.7%	Down from 97.0%	96.5%	96.1%
Eligible for gifted and talented	16.3%	Up from 15.4%	18.6%	11.7%
With disabilities other than speech	6.0%	Up from 5.4%	6.8%	8.0%
Older than usual for grade	0.8%	Down from 1.0%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	71.1%	No Change	63.5%	60.5%
Continuing contract teachers	88.9%	Up from 86.7%	85.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.4%	0.0%	0.0%
Teachers returning from previous year	92.8%	Down from 94.0%	89.3%	87.0%
Teacher attendance rate	95.1%	Down from 95.2%	96.0%	95.4%
Average teacher salary*	\$47,832	Down 1.2%	\$48,911	\$47,288
Professional development days/teacher	10.6 days	Up from 9.0 days	10.6 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	3.8	4.0
Student-teacher ratio in core subjects	22.3 to 1	Up from 21.0 to 1	20.1 to 1	19.2 to 1
Prime instructional time	90.2%	Down from 91.7%	92.1%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,036	Down 5.2%	\$7,072	\$7,548
Percent of expenditures for instruction**	72.8%	Down from 74.0%	70.6%	68.7%
Percent of expenditures for teacher salaries**	68.6%	Up from 58.2%	68.1%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable **N/AV**–Not Available **N/C**–Not Collected **N/R**–Not Reported **I/S**–Insufficient Sample

Report of Principal and School Improvement Council

Hammond Hill Elementary is the recipient of the Palmetto Gold Award and Closing the Achievement Gap Award. According to the latest PASS test results, our school ranks in the top 4% of all schools within our state. Our Red Carpet school provides effective customer service and maintains a tradition of high academic standards. Our coveted “Golden Bee Award” encourages students to strive for academic excellence during MAP testing. Situated in a residential section of the city of North Augusta, the school serves approximately 750 students in grades pre-k through 5. Our teachers and students have been recognized for many outstanding accomplishments in local, regional, state, and national competitions.

Hammond Hill Elementary provides a variety of activities, clubs, and opportunities to enhance student learning, such as the After-School Tutoring Program, Great Leaps Reading for grades 3-5, Book-It, Kids Get Fit Day, Character Education, Science Day, Math Day, DARE, Field Day, Multicultural Month, Author Celebration, Career Day, Red Ribbon Week, Positive Office Referrals, Pep Squad, Double H Reading Club, Chorus, Running Club, Science Club, Literary Club, Accelerated Reader Program, and our Gifted and Talented Program.

Each classroom at Hammond Hill sponsors a Classroom Service Learning Project that enriches learning by engaging students in meaningful ways that serve our community. Our students are very active in these projects by participating in the collection of toys for needy children, collecting canned goods for the Golden Harvest Food Bank and Community Ministries, and providing Easter baskets for homebound senior citizens.

Hammond Hill parents are key partners in fostering an environment of excellence and personal achievement. A strong emphasis has been placed on writing at our school where students attend a computer writing lab to learn more about the Six Trait Writing process. An Author’s Tea is held annually in the spring, where parents are invited to hear the writings of our students which have been published in a hard-bound book. With the bee as our mascot, Hammond Hill is buzzing with innovative vision and new projects that make HHE the place to BEE!

Janet Vaughan, Principal
Cheryl Hooks, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	105	59
Percent satisfied with learning environment	97.8%	85.7%	96.5%
Percent satisfied with social and physical environment	97.9%	84.6%	93.2%
Percent satisfied with school-home relations	100.0%	90.0%	91.2%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
---------------------------	--

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.2%	0.0%	No
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	355	100	9.6	29.9	60.6	95.9	85.1	83.5	Yes	Yes
Gender										
Male	180	100	13.3	33.5	53.2	94.2	82.1	80.1	N/A	N/A
Female	175	100	5.8	26.2	68	97.7	88.2	87	N/A	N/A
Racial/Ethnic Group										
White	250	100	4.9	25.7	69.4	98.4	89.8	89.6	Yes	Yes
African American	79	100	20.3	41.9	37.8	90.5	77.6	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.1	92.7	I/S	I/S
Hispanic	23	100	26.1	34.8	39.1	87	81.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.3	85.1	I/S	I/S
Disability Status										
Disabled	30	100	55.2	31	13.8	72.4	50.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	24	40	36	88	81.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	162	100	16.3	36.6	47.1	92.8	79.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	355	100	13.9	37.7	48.4	94.2	79.8	80.4	Yes	Yes
Gender										
Male	180	100	16.2	38.7	45.1	91.9	78.1	78.4	N/A	N/A
Female	175	100	11.6	36.6	51.7	96.5	81.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	250	100	6.5	34.7	58.8	96.7	86.1	87.8	Yes	Yes
African American	79	100	35.1	44.6	20.3	89.2	70	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.4	93.5	I/S	I/S
Hispanic	23	100	26.1	43.5	30.4	82.6	76.9	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	83.3	83.2	I/S	I/S
Disability Status										
Disabled	30	100	58.6	34.5	6.9	72.4	43.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	28	36	36	80	76.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	162	100	23.5	43.1	33.3	90.8	72.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	233	100	19.2	55	25.8	80.8	65.3	67.3
Gender								
Male	116	100	19.5	50.4	30.1	80.5	65.8	66.9
Female	117	100	19	59.5	21.6	81	64.8	67.7
Racial/Ethnic Group								
White	173	100	11.2	59.4	29.4	88.8	76.4	79.6
African American	42	100	43.9	41.5	14.6	56.1	48.8	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.2	84.4
Hispanic	17	100	41.2	41.2	17.6	58.8	53.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	70.6	69.5
Disability Status								
Disabled	14	100	69.2	15.4	15.4	30.8	29.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	17	100	44.4	33.3	22.2	55.6	53.7	58.6
Socio-Economic Status								
Subsidized meals	105	100	29.4	55.9	14.7	70.6	53	55.4

Social Studies								
All Students	232	100	19.2	53.6	27.2	80.8	66.2	70.9
Gender								
Male	124	100	16	58	26.1	84	66.5	70.1
Female	108	100	22.9	48.6	28.6	77.1	66	71.7
Racial/Ethnic Group								
White	157	100	10.4	55.8	33.8	89.6	73.7	79.2
African American	59	100	42.6	44.4	13	57.4	53.7	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	80.3	86.8
Hispanic	13	100	23.1	69.2	7.7	76.9	65.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.8	71.2
Disability Status								
Disabled	21	100	57.1	38.1	4.8	42.9	31.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	13	100	30.8	61.5	7.7	69.2	65.1	68
Socio-Economic Status								
Subsidized meals	109	100	26.7	59.4	13.9	73.3	55.5	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	354	100	17.3	30.6	52	82.7	73.1	72.1	96.7	95.9
Gender										
Male	179	100	25.3	37.9	36.8	74.7	66.6	65.2	96.9	95.8
Female	175	100	9.3	23.3	67.4	90.7	80	79.2	96.5	96
Racial/Ethnic Group										
White	249	100	10.6	27.2	62.2	89.4	79.8	80.8	96.6	95.7
African American	79	100	35.1	39.2	25.7	64.9	62.9	59.7	97.2	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.4	87	98.7	97.6
Hispanic	23	100	34.8	39.1	26.1	65.2	66.1	64.6	96.2	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	80.6	73.4	N/A	96.4
Disability Status										
Disabled	34	100	69.7	18.2	12.1	30.3	24.3	27.7	96.9	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.6
English Proficiency										
Limited English Proficient	24	100	36	36	28	64	65.3	63.7	96.4	96.5
Socio-Economic Status										
Subsidized meals	160	100	27.3	33.8	39	72.7	63.6	61.9	96.5	95.3

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	112	100	5.7	29.5	64.8	94.3
	4	119	100	12.3	36	51.8	87.7
	5	106	100	5	53	42	95
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	134	100	7.7	23.8	68.5	92.3
	4	110	100	7.4	35.2	57.4	92.6
	5	111	100	14	31.8	54.2	86
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	112	100	18.1	32.4	49.5	81.9
	4	119	100	17.5	48.2	34.2	82.5
	5	106	100	9	47	44	91
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	134	100	18.5	34.6	46.9	81.5
	4	110	100	8.3	45.4	46.3	91.7
	5	111	100	14	33.6	52.3	86
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	57	100	15.1	45.3	39.6	84.9
	4	119	100	17.5	67.5	14.9	82.5
	5	53	100	8	58	34	92
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	68	100	26.9	31.3	41.8	73.1
	4	110	100	18.5	62	19.4	81.5
	5	55	100	11.1	70.4	18.5	88.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	55	100	7.7	51.9	40.4	92.3
	4	119	100	11.4	65.8	22.8	88.6
	5	53	100	6	64	30	94
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	66	100	15.9	44.4	39.7	84.1
	4	110	100	10.2	62	27.8	89.8
	5	56	100	41.5	47.2	11.3	58.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	114	100	20.4	28.7	50.9	79.6
	4	117	100	19.1	42.6	38.3	80.9
	5	105	100	7	39	54	93
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	135	100	19.8	34.4	45.8	80.2
	4	109	100	16.7	36.1	47.2	83.3
	5	110	100	15	20.6	64.5	85
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample